



PSHE Policy

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Statement of intent

Flimby Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

3. Aims and structure of the PSHE curriculum

Pupils will learn to do the following:

At Flimby Primary School, we follow Kapow Primary planning. We have chosen this scheme as we believe it prepares our children for life in the 21st Century. The curriculum covers key areas which provide children with the knowledge, skills and attitudes that they need to effectively navigate the complexities of life. The curriculum supports children to make informed choices now and as they grow older. The key areas include: health, safety, wellbeing, relationships and financial matters. We want our children to become confident individuals and active members of society.

In addition to the Kapow Primary Planning we use KidSafe. All KidSafe programmes are based on over 20 years good practise, they contain age appropriate content and are delivered without shattering pupil's innocence.

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

4. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

5. Programme of study

The PSHE programme of study will cover the following topics:

The Kapow Primary Scheme is a whole school approach that consists of five areas of learning:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited every year to allow children to build on prior learning. The lessons also provide a progressive programme.

Year 6 also have a further key area: Identity.

KidSafe topics consist of:

- Building trust and introduction of feelings
- Bullying, saying “no” and trusted adults
- Computer and Internet safety and age ratings
- Keeping our body and our private places safe and children’s rules to help with this
- Parents/carers arguing
- Mental Health
- Intuition – What it is and trusting our intuition
- What makes you feel, sad, scared or worried (Yucky feelings)?
- Being upset due to the death of a pet
- Difference. Same and Different
- What worries we have about telling a trusted adult
- Difference – why children may get bullied
- Not having a trusted adult, trust and being let down
- Bullied via online games
- Inappropriate games/films that children may watch/play
- Identifying emotional impact and harm that can happen as a result of watching/playing violent films/games
- Acting out what they see/hear in the games/films
- What constitutes cyber bullying?
- Peer Pressure and why it is hard to say “no” and choices
- What makes us angry and the feelings we get in our head and body when we are angry
- An understanding of internalised anger and how to deal with it in a positive way.
- Recognise and control angry feelings, trapped anger
- Not keeping secrets, grooming, impact on emotional health and wellbeing and optional scenarios to address County Lines and child exploitation (County Lines only suitable for Year 6)
- Defining Mental Health and Emotional Wellbeing
- Parents or carers splitting up. The impact of arguing on children
- Evaluation followed by a three month recap and evaluation

6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, discussion groups and quizzes in order to monitor progress.

7. Monitoring and review

This policy will be reviewed by the headteacher and PSHE coordinator on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is September 2024.